



Business, Marketing and Information Technology CTE Standards Development Workshop Agenda

http://cte.dpi.wi.gov/cte_standards

Attendees that have not completed the Pre-Workshop Survey should complete the following steps:

1. Open the standards website listed above
2. Select either B&IT or MME standards link(s)
3. Select BM&IT CTE Standards Workshop Website link
4. Select Pre-Workshop Survey link from Google Site
5. Complete Survey
6. Return to registration to receive standards book



Career and Technical Education State Standards



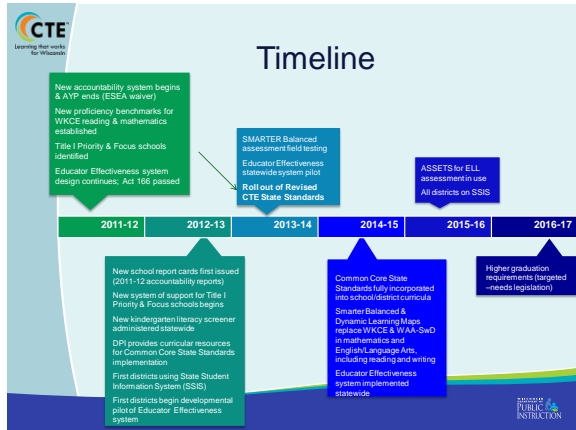


Business, Marketing and Information Technology CTE Standards Development Workshop Agenda

http://cte.dpi.wi.gov/cte_standards

- 8:30 Continental Breakfast and Registration
- 9:00 Welcome & Review Pre-Workshop Survey Results
- 9:20 Review Wisconsin State Standards (Sections 1 & 2)
- 10:00 Break
- 10:15 Wisconsin Common Career Technical Standards (Section 3)
- 11:00 Example activity on how to align your classroom to the revised standards (Section 5)
- 12:00 Lunch Topics-Curriculum Share (afternoon alignment to revised standards)
- 12:45 Group Activity: Examining Content Area Standards (Section 4)
- 2:30 What's Next: Resources & Advocacy
- 2:40 Curriculum Update/Feedback Survey
- 3:15 Departure









Guiding Principles of Teaching and Learning

Relationship Between Vision, Principles, Process, Content

- Every student has the right to learn.
- Instruction must be rigorous and relevant.
- Purposeful assessment drives instruction and affects learning.
- Responsive environments engage learners.
- Learning is a collaborative responsibility.

Response to Intervention

Relationship Between Vision, Principles, Process, Content

Wisconsin CTE Standards

Relationship Between Vision, Principles, Process, Content



Wisconsin's Approach to Academic Standards

- Provides a vision for student success and guiding principles for teaching and learning.
- Improves Career and Technical Education for students and for communities.
- Assists Wisconsin educators and stakeholders in understanding and implementing the CTE content standards.





The Shift *Model Academic Standards to Wisconsin Standards for CTE*


	Old 1998	New Revised 2013
Which students?	ALL	Students taking CTE courses
Specificity & Structure	Broad Grades 4, 8, and 12	Specific By Grade band
How developed?	Focus groups to develop first set of state standards	Practitioners using multiple resources
Connection to other standards	Limited connection	Purposeful in connecting to multiple standards & initiatives





Who Was Involved?







Purpose of the Revised CTE Standards

Program leaders will find the Revised CTE Standards valuable for making decisions about:


- program **structure and integration**;
- curriculum **redesign**;
- staffing and **staff development**;
- **scheduling** and student grouping;
- **facility organization**;
- **learning spaces** and **materials development**;
- **resource allocation** and **accountability**; and
- **collaborative work** with other units of the school, district, and community.





CTE Standards 101


1. CTE Standards 101: Standards provide a scope of what students should know and be able to do within a discipline.
2. Enduring Understandings: Enduring Understandings frame the big ideas central to a discipline and can be written as Essential Questions to generate inquiry.
3. Performance Tasks: Performance tasks present students with a robust, real-world challenge in which the scenario, role, process, and product allow students to apply their skills and knowledge to complete the task.
4. Course Development: A course consists of a coherent series of units where concepts and/or skills advance and deepen over time.
5. Unit Plan Development: A unit consists of a coherent series of lessons where concepts and/or skills advance and deepen over time.
6. Universal Design for Learning: Universal Design for Learning ensures access and engagement for all learners, reduces barriers in instruction and assessment, provides appropriate supports and challenges, and maintains high expectations for all.
7. Lesson Plan Development: A lesson articulates daily instruction, can vary in length, is recursive in nature, and allows students several opportunities for practice.





What is Contemporary CTE?

- National Vision of CTE
- CTE in Wisconsin
- Quality Components of CTE in Wisconsin





National Vision of CTE

Career and Technical Education is:

- critical to ensuring that the United States leads in global competitiveness;
- actively partnering with employers to design and provide high-quality, dynamic programs;
- preparing students to succeed in further education and careers;
- delivered through comprehensive programs of study aligned to The National Career Clusters framework; and
- a results-driven system that demonstrates a positive return on investment.

<http://www.careertech.org/career-technical-education/cte-vision.html>





Wisconsin Vision of CTE

- CTE is both a collection of educational programs or content areas as well as a system of preparing students to be career and college ready.
- Contemporary CTE programs are delivered primarily through six specific content areas.

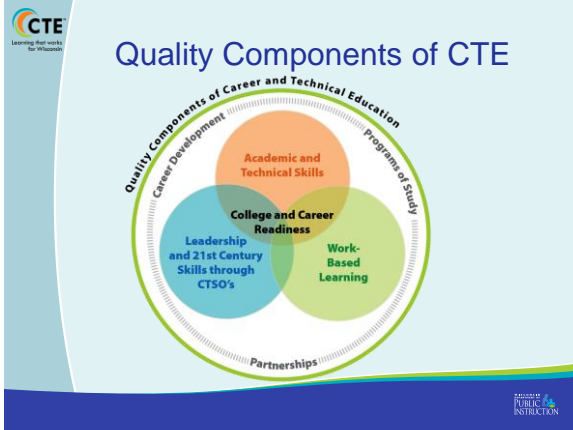


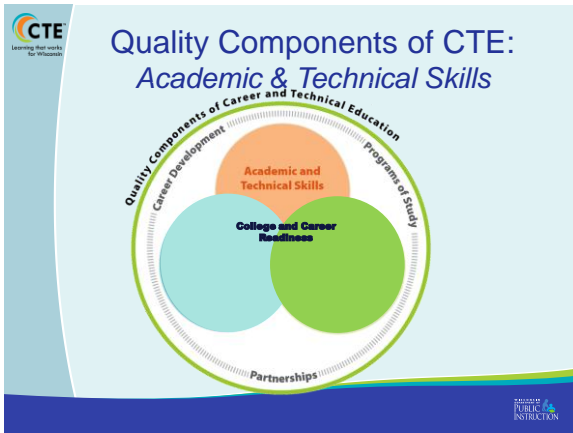


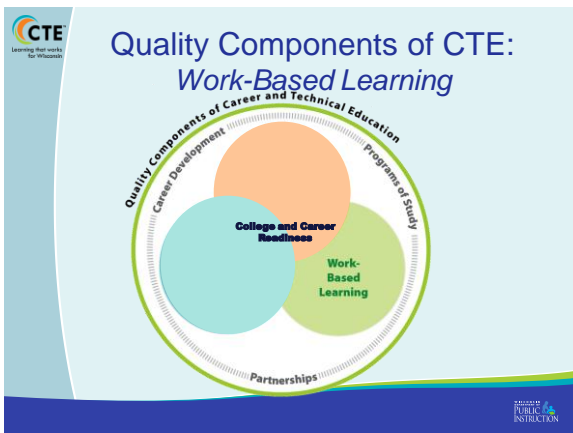
Wisconsin's Approach to CTE

- **What is Contemporary CTE?**
 - Quality Components of CTE
 - Delivering CTE through Career Clusters & Pathways
 - CTE Advocacy Resources
 - Importance of CTE
 - Work-Based Learning
 - CTSO









Characteristics	Math Acquaintance Program 1991	State Certified Core 1991 (updated 2006)	Translucency Skills Certificate Program 1991 (updated 2006)	Health Leadership MSB Certificate Program 2004 (updated 2011)	Yoder Workplace Certificate 2004	Local Core 1991	Service Learning 1991	Job Shadown
First/Second	Yes	Yes	Yes	Yes	Part/second	Yes	Optional	Optional
High school Credit	Yes	Yes	Yes	Yes	Local decision	Yes	No	No
Preparatory	Flexible	Flexible	Flexible	Flexible	Flexible	Flexible	Flexible	No
Content: No. of Work hours	400-500	Up to 600	Up to 600	Local Decision	Local Decision	Local Decision	Local Decision	Varies/Varies
Administrated by	Department of Health Services	Department of Public Instruction	Department of Public Instruction	Department of Public Instruction	Local School District	Local School District	Local School District	Local School District
Typical Time to Complete	1-2 years	1 year	1 year	1 or more years	Varies	Varies	Varies	Varies
Content Areas	Content areas: Auto/College/Technical Drawing & Design Architecture/Technical Drawing French German/Healthcare Healthcare Management Physical/Physical Education Psychology, Sociology & Information Technology Logistics Production/Technical Programs/Software Programs/Ag & Crop Industry	Content Areas: 12 Agriculture 13 Art 14 Business/Marketing 15 Auto/College/Technical Drawing 16 Business/Technical Drawing 17 Child Development 18 Electronics 19 Food Service 20 Health Science 21 Information Technology 22 Industrial 23 Information Technology 24 Information Technology 25 Information Technology 26 Information Technology 27 Information Technology 28 Information Technology 29 Information Technology 30 Information Technology	Any content areas with dual credit: 11 Communications 12 Computer Science 13 Construction 14 Design 15 Engineering 16 Health Science 17 Information Technology 18 Mathematics 19 Science 20 Social Studies 21 Spanish 22 Statistics 23 Visual Arts 24 World Languages 25 Writing	Any content areas with dual credit: 11 Communications 12 Computer Science 13 Construction 14 Design 15 Engineering 16 Health Science 17 Information Technology 18 Mathematics 19 Science 20 Social Studies 21 Spanish 22 Statistics 23 Visual Arts 24 World Languages 25 Writing	Any content areas including: 11 Communications 12 Computer Science 13 Construction 14 Design 15 Engineering 16 Health Science 17 Information Technology 18 Mathematics 19 Science 20 Social Studies 21 Spanish 22 Statistics 23 Visual Arts 24 World Languages 25 Writing	Any content areas including: 11 Communications 12 Computer Science 13 Construction 14 Design 15 Engineering 16 Health Science 17 Information Technology 18 Mathematics 19 Science 20 Social Studies 21 Spanish 22 Statistics 23 Visual Arts 24 World Languages 25 Writing	Any content areas including: 11 Communications 12 Computer Science 13 Construction 14 Design 15 Engineering 16 Health Science 17 Information Technology 18 Mathematics 19 Science 20 Social Studies 21 Spanish 22 Statistics 23 Visual Arts 24 World Languages 25 Writing	Any content areas including: 11 Communications 12 Computer Science 13 Construction 14 Design 15 Engineering 16 Health Science 17 Information Technology 18 Mathematics 19 Science 20 Social Studies 21 Spanish 22 Statistics 23 Visual Arts 24 World Languages 25 Writing

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Quality Components of CTE:

The diagram is a Venn diagram with three overlapping circles. The top circle is orange and labeled 'Career Development'. The bottom-left circle is blue and labeled 'Partnerships'. The bottom-right circle is green and labeled 'Programs of Study'. The central area where all three circles overlap is labeled 'College and Career Readiness'. The entire Venn diagram is enclosed within a larger circle with a dashed border, which is labeled 'Quality Components of Career and Technical Education'.

CTSOs

Quality Components of Career and Technical Education

Career Development

Programs of Study

Partnerships

College and Career Readiness

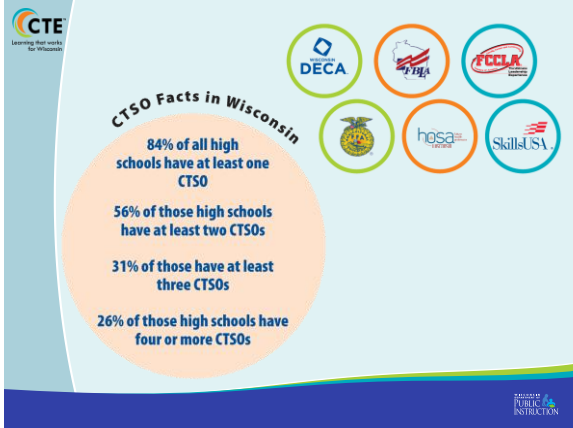
Leadership and 21st Century Skills through CTSO's

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Quality Components of CTE Activity

- With a partner, identify how a specific CTE course or department reinforces:
 - Academic & Technical Skills
 - Work-Based Learning
 - Leadership & 21st Century Skills

The diagram illustrates the Quality Components of Career and Technical Education. It features three overlapping circles representing different skill areas: Academic and Technical Skills (top), Leadership and 21st Century Skills through CTDO's (bottom-left), and Work-Based Learning (bottom-right). The intersections of these circles represent overlapping skill areas: College and Career Readiness (intersection of Academic and Technical Skills and Leadership and 21st Century Skills), Program Skills (intersection of Academic and Technical Skills and Work-Based Learning), and Partnerships (intersection of Leadership and 21st Century Skills and Work-Based Learning). The entire diagram is enclosed in a larger circle labeled Quality Components of Career and Technical Education.



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The Powerful Outcomes of CTE

- **2/3** of Wisconsin Students take **1** or more CTE course
- Higher Graduation Rates
- CTE prepares College & Career-Ready

*Statistics from 2011 Wisconsin Career and Technical Education Enrollment Report (CTEERS) data.


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Delivering CTE through Career Clusters & Pathways


- Career Clusters Framework
- Common Career Technical Core (CCTC)
- Career Ready Practices (CRP)
- Wisconsin Common Career Technical Standards (WCCTS)
- Wisconsin Standards for CTE


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Career Clusters Framework

- Links school-based learning with knowledge and skills in workplace.
- Developed by NASDCTEc
- 16 Career Clusters & 79 Career Pathways
- http://cte.dpi.wi.gov/cte_implementcc






Career Clusters 10 Components Framework



The diagram shows 10 components arranged in a pyramid-like structure:

- Top row: Teaching and Learning (orange), School Counseling & Academic Advising (light blue)
- Second row: College and Career Readiness (green), Technical Skill Attainment (purple), Course Sequences (green), Articulation Agreements (yellow)
- Bottom row: Professional Development (light blue), Accountability and Evaluation Systems (yellow), Partnerships (orange), Policies and Procedures (purple)




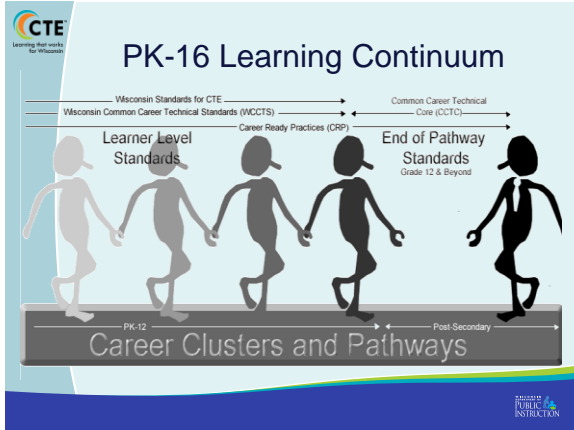


BREAK- 15 MINUTES

Coming up :

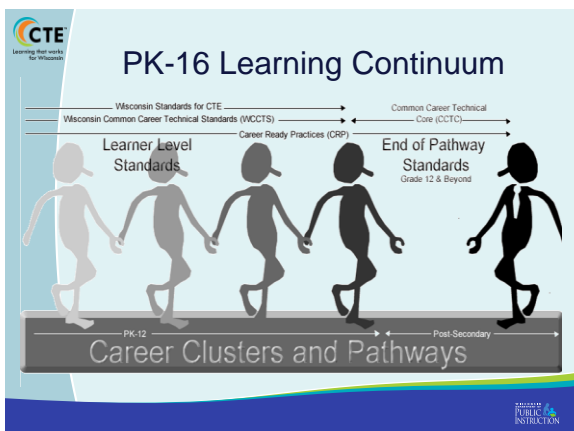
PK-16 Learning Continuum &
Wisconsin Common Career Technical Standards





Common Career Technical Core (CCTC)

- The Common Career Technical Core (CCTC) is a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education (CTE) that states can adopt voluntarily.
- The standards have been informed by state and industry standards and developed by a diverse group of teachers, business and industry experts, administrators and researchers.
- The CCTC includes a set of standards for each of the 16 Career Clusters™ and their corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study.



Career Ready Practices (CRP)

- The Career Ready Practices (CRP) component of the CCTC provides a framework for the developmental experiences necessary to becoming career ready; experiences that can be “practiced” using many different approaches in a variety of settings.
- A student refines these practices throughout their full continuum of learning: through their journey in school, college, the workforce and when they return to advance their education.

PK-16 Learning Continuum

The diagram illustrates the PK-16 Learning Continuum. It features a horizontal timeline with silhouettes of learners at different stages: PK-12, End of Pathway Standards (Grade 12 & Beyond), and Post-Secondary. Above the timeline, arrows indicate the progression of standards: Wisconsin Standards for CTE, Wisconsin Common Career Technical Standards (WCCTS), Career Ready Practices (CRP), and Common Career Technical Core (CCTC). Below the timeline, a bar represents Career Clusters and Pathways.

Wisconsin Standards for CTE

The diagram shows the Wisconsin Common Career Technical Standards organized into six clusters around a central hub. The clusters are: Agriculture, Food and Natural Resources; Business and Information Technology; Marketing, Management and Entrepreneurship; Technology and Engineering; Family and Consumer Sciences; and Health Science.



Wisconsin's Common Career Technical Standards (WCCTS)

- Development began with variety of national standards and related documents
 - Partnership for 21st Century Skills (P21)
 - States' Career Cluster Initiative Essential Knowledge and Skill Statements
 - Career Readiness Partner Council Elements of Career Readiness
 - NASDCTEc Common Career Technical Core
 - Others





Common Career Technical Standards (WCCTS)

- Set of six standards that transcend CTE state-wide and across all CTE content areas
- Provide a strong foundation for students to complete a POS
- Vetted by workgroups from all CTE content areas and various other stakeholder groups





Wisconsin Common Career Technical Standards (WCCTS)

- Career Development
- Creativity, Critical Thinking, Communication, and Collaboration
- Environment, Health and Safety
- Global and Cultural Awareness
- Information, Media and Technology
- Leadership



Wisconsin Common Career Technical Standards (WCCTS)

6 Wisconsin Common Career Technical Standards*					
Career Development Has a focus on personal and social, academic, career content and employability skills	Creativity, Critical Thinking, Communication and Collaboration Has a focus on creativity and innovative problem solving, critical thinking used to formulate and defend judgments, to communicate and collaborate to accomplish tasks and develop solutions	Environment, Health & Safety Has a focus on interrelationships of health, safety and environmental systems and the impacts of these systems on organizational performance for continuous improvement	Global & Cultural Awareness Has a focus on solutions and initiatives related to global issues and the benefits of working in diverse settings on diverse teams	Information, Media and Technology Has a focus on information and media literacy to improve productivity, solve problems and create opportunities	Leadership Has a focus on applying leadership skills in real-world, family, community and business and industry applications

12 Career Ready Practices**					
Attend to personal health and financial well-being. Plan education and career paths aligned to personal goals	Apply appropriate academic and technical skills Communicate clearly and effectively with reason	Consider environmental, social and economic impacts of decisions	Work productively in teams while using cultural global competence	Employ valid and reliable research strategies Use technology to enhance productivity	Act as a responsible and contributing citizen and employee Model integrity, ethical leadership and effective management
	Demonstrate creativity and innovation Utilize critical thinking to make sense of problems and persevere in solving them				

WCCTS

Pre-Learning Course Activity (10 Minutes)

- Please do not refer to the standards book.
- This activity should address the broad connection to the six standard titles.

Standards Formatting

Discipline Standard Learning Priority Performance Indicator

↓ ↓ ↓ ↓

CCTS.4c1.a.1.e

Content Area Grade Band

e=Elementary
m=Middle
h=high

Standards Formatting

Standard Formatting

Discipline → **Wisconsin Common Core Technical Standards (WCTS)**

Content Area → **Content Area (Creativity, Critical Thinking, Communication and Collaboration)**

Standard: Broad statement that tells what students are expected to know or be able to do

Learning Priority: Breaks down the broad statement into manageable learning pieces

Performance Indicator by Grade Band: Measurable degree to which a standard has been developed and/or met

Learning Priority	PK-5	6-8	9-12
WCTS: Develop original products and/or solutions to meet a given problem.	WLSA: Explore ideas for how to solve a problem by using creative problem-solving.	WLSA: Explore ideas for how to solve a problem by using creative problem-solving.	WLSA: Explore ideas for how to solve a problem by using creative problem-solving.
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WCCTS

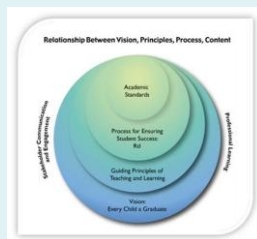
Post-Learning Course Activity (20 Minutes)

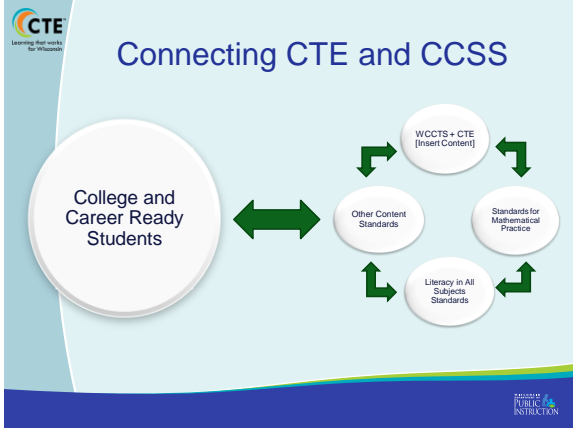
(Based upon brief presentation and quick review of WCCTS)

- Indicate the standard that applies based upon your review of the WCCTS Content Area Standard, Learning Priority and Performance Indicators.
- Pair & Share Your Alignment to the WCCTS

Connecting CTE and CCSS

- A Vision for Every Child
A Graduate
- Guided by Principles
- Ensuring a Process for
Student Success
- Connecting to Content:
The CCSS

[illegible]



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Career-Ready Person

How do you define "career-ready?"

Career Readiness Partner Council <http://www.careerreadynow.org/>

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Career-Ready Person

A career-ready person effectively navigates pathways that **connect education and employment** to achieve a fulfilling, financially-secure and successful career. **A career is more than just a job. Career readiness has no defined endpoint.** To be career ready in our ever-changing global economy **requires adaptability and a commitment to lifelong learning, along with mastery of key knowledge, skills and dispositions that vary from one career to another and change over time as a person progresses along a developmental continuum.** Knowledge, skills and dispositions that are inter-dependent and mutually reinforcing.

Career Readiness Partner Council <http://www.careerreadynow.org/>

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Classroom Connection CTE & CCSS

WCCTS +
[CTE Content
Area
Standards]

- Be part of a CTE community
- Be part of a bigger conversation
- Know who's teaching what

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Classroom Connection CTE & CCSS

Literacy in All
Subjects
Standards

Students in Wisconsin...

1. Demonstrate independence.
2. Build strong content and knowledge.
3. Respond to the varying demands of audience, task, purpose and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.

Language • Reading • Writing • Speaking • Listening

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Essential Questions

- Disciplinary Literacy Suitcase
 - Disciplinary Literacy is NOT the New Name for Content Area Reading
 - “Cheat Sheet” Literacy Anchor Standards
 - “Cheat Sheet” English Language Arts Standards by Grade Band
 - Note: Reading Standards specific to Technical Subjects

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Classroom Connection CTE & CCSS

Standards for
Mathematical
Practice

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Essential Questions

- Mathematical Practices ([7 ½ minute video intro](#))
 - [Characteristics of Mathematical Proficient Students](#)
 - ["Quick Tips"](#)
 - [CCSS-CTE Classroom Tasks](#) (Achieve)
 - Additional Resources
 - [Wisconsin Guiding Principles for Teaching & Learning: What do they look like in Mathematics](#)
 - [The Illustrative Mathematics Project](#)
 - [Inside Mathematics](#)

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Creating Performance Tasks Connecting Content to ELA/Math (6 Step Process)

1. Work the Task Thoroughly
2. Compare Your Work
3. Identify Content and Performances
4. Compare Task Performances to CCSS for ELA Anchor Standards & Math Practices
5. Compare content & performances to grade-level CCSS
6. Compare content & performances to content standards.

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Classroom Connection CTE & CCSS

Other Content Standards

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Performance Task Reminders

A task, for our purposes, is:

- An activity that could supplement a lesson plan
- Is directly aligned to and promotes standards
- Requires use of higher-order thinking and problem solving skills
- Grounded in real-world practice

A task is not:

- An instructional unit or complete lesson
- Intended to replace curriculum
- An assessment item

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Alignment of CTE & CCSS

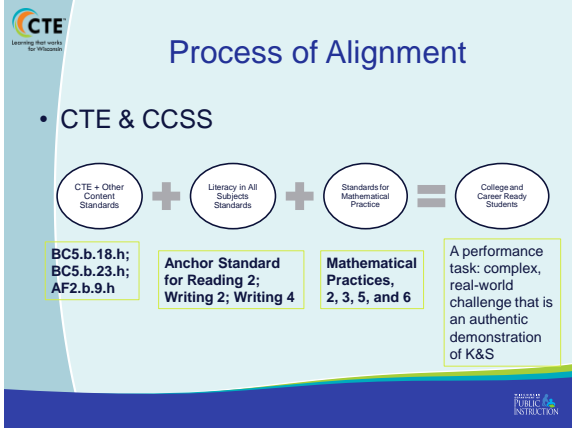
- Elements of a Performance Task
- Performance Task Sample (See Handout)

(Example 2: grade 11-12 performance task in a communications course)

After reading/researching/listening/viewing your school and/or district policy on fundraising (web), create/write/present a business letter addressed to your chapter president that identifies at least three fundraising options (provide) for your next membership meeting of Future Business Leaders of America-FBLA (audience) that provides a/an exploratory argument/chart of each fundraising option and includes a forecast of estimated expenses and revenues (content) so that your members may debate options and make an official request/voting approval for at least one option to the school/district administration. (purpose/so what)

- Connection of ALL standards
- Value of Alignment

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Performance Task Template

- Refer to your classroom activity.
- Complete performance task sentence frame template.
(also available on Google Site)
- Do not attempt to align your performance task to standards at this time.

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CTE Equivalency Credit

- [Agriculture Science Equivalency](#) - resources for applying for agriculture science equivalency credit
- [Family and Consumer Sciences Science Equivalency](#) - resources for applying for family and consumer sciences science equivalency credit
- [Technology and Engineering Science Equivalency](#) - resources for applying for technology and engineering science equivalency credit
- [Technology and Engineering Mathematics Equivalency](#) - resources for applying for technology and engineering math equivalency credit
- [Business & Information Technology Equivalency Options](#) - resources for applying for English/language arts and social studies

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Lunch

- Curriculum Share
 - Share Activity
 - Share Performance Tasks
 - If time permits, begin to align your performance task to Wisconsin Common Career Technical Standards at the Content Area Standard Level.





Structure of B&IT/MME Programs & Standards

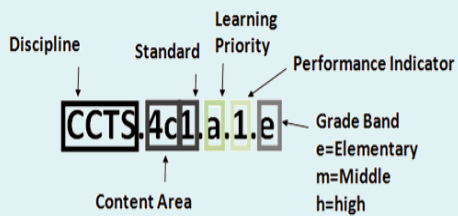
Let's Take a Closer Look:

- [Business & Information Technology Table of Contents Supplement](#)
- [Marketing, Management, and Entrepreneurship Table of Contents Supplement](#)





Standards Formatting





Align Performance Tasks to Standards (20 Minutes)

1. Complete alignments to the Wisconsin Common Career Technical Standards at the Content Area Standard Level.
2. Begin alignment to the B&IT/MME Standards at the Content Area Standard Level
3. Explore and attempt ELA and Math standards.
4. If time permits, extend to Learning Priority and Performance Indicator.





Align Performance Tasks to Standards

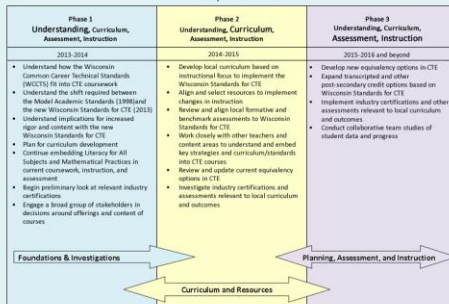
- Large Group Debrief
- Introduce Sample Spreadsheet that may be used at the Chapter/Unit Level






Wisconsin Standards for Career and Technical Education (2013) The Work of School Districts Focusing Instruction to Create Better-Prepared Learners

Phase-by-Phase Roll Out



The dynamic world of the revised CTE Standards...







BREAK- 15 MINUTES

Coming up:


- Resources & Advocacy
- Curriculum Update
- Feedback Survey
- Conclusion







Stay Connected to WI CTE

- CTE Homepage (bookmark it!)
 - <http://cte.dpi.wi.gov/>
- CTE Standards
 - http://cte.dpi.wi.gov/cte_standards
- CTE [Calendar](#)
- CTE Data Resources
 - http://cte.dpi.wi.gov/cte_dataresources
- CTE Advocacy
 - http://cte.dpi.wi.gov/cte_cteadvocacy
- CTE Branding
 - http://cte.dpi.wi.gov/cte_brand
- Like Wisconsin Career & Technical Education [Facebook](#)





CTE Advocacy Resources: Importance of CTE in Wisconsin



The Importance of Marketing, Management and Entrepreneurship in Wisconsin and our Communities:

Marketing, management and entrepreneurship are essential for the success of any business. These skills are also essential for the success of any community. The goal of this document is to provide information on the importance of these skills and to provide resources for further information.

Marketing is essential for success

Marketing is the process of creating and communicating value to customers. It is the process of identifying the needs and wants of customers and developing products and services that meet those needs and wants. Marketing is essential for success because it allows businesses to reach their target audience and to create a strong brand identity.

Management is essential for success

Management is the process of planning, organizing, leading, and controlling resources to achieve organizational goals. It is essential for success because it allows businesses to make the most of their resources and to ensure that they are meeting the needs of their customers.

Entrepreneurship is essential for success


Entrepreneurship is the process of creating and growing a new business. It is essential for success because it allows individuals to create jobs and to contribute to the economy.

Marketing, Management and Entrepreneurship are essential for the success of any business and any community.

Resources:

- Marketing: [Marketing 101](#), [Marketing 201](#), [Marketing 301](#)
- Management: [Management 101](#), [Management 201](#), [Management 301](#)
- Entrepreneurship: [Entrepreneurship 101](#), [Entrepreneurship 201](#), [Entrepreneurship 301](#)

Wisconsin Standards for Marketing, Management and Entrepreneurship





Career and Technical Education State Standards

Congratulations on taking a big step today to gain a better understanding of the revised CTE standards. Look for additional professional development opportunities online at <http://mmee.dpi.wi.gov/> and <http://bit.dpi.wi.gov>.





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